

Student Name: _____

DATE: _____

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
Understand the Automotive Industries management fundamentals and their relationships in order to manage a successful business.	1. Demonstrate and apply effective automotive shop management skills. AAI 1. Planning: Explain the key elements of a long-term plan for a successful company. AAI 2. Management: Discuss the different forms of management and ownership within this industry. AAI 3. Finance: Explain the key components of financial management of a company.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4				
Understand the fundamentals of structural analysis and damage repair in order to properly repair a vehicle, and maintain customer satisfaction.	2. Demonstrate and measure structural damage using tram and self-centering gauges according to industry specifications. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
	1	2	3	4			
3. Diagnose and analyze unibody vehicle dimensions and determine the extent of damage. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

	4. Identify weldable and non-weldable materials used in collision repair and set up welding equipment.	S:PS1:4:2.1/R *S:PS1:4:2.5/T S:PS4:4:2.2/	1 2 3 4
Understand and be knowledgeable in the concepts and procedures in non-structural analysis and damage repair in order to properly repair a vehicle to industry standards.	5. Review damage report, analyze damage for over all repair and develop repair plan.	S:SPS1:4:1.2/R S:SPS1:4:3.1/R	1 2 3 4
	6. Apply environmental practices associated with vehicle components and systems such as substrates, fluids, refrigerants, batteries, etc.	S:SPS3:6:2.3/R S:SPS3:11:3:1/R S:SPS1:8:3:3/T	1 2 3 4
	7. Determine the extent of direct and indirect damage and direction of impact and develop a repair plan.	S:SPS1:4:1.2/R S:PS4:4:1.2/R	1 2 3 4

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

	8. Inspect, remove, replace and align major damaged panels. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS1:4:1.2/R S:SPS1:4:3.1/R	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
	1	2	3	4			
	9. Rough and finish sand cured body filler to contour. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS1:4:3.1/R	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4				
10. Inspect, adjust, repair or replace window regulators, run channels, glass, power mechanisms, and related controls. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS1:4:3.1/R S:SPS1:4:1.2/T	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
	11. Diagnose and repair water leaks, dust leaks, wind noises, and inspect/repair/replace weather stripping. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS1:4:3.1/R S:SPS1:4:1.2/T *S:PS1:4:2.4/R *S:SPS2:4:3.8/R	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
	1	2	3	4			
	12. Store, handle, and install high-pressure gas cylinders.	S:SPS1:4:3.1/R S:SPS1:4:1.2/T	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
	1	2	3	4			
13. Determine the type of weld for each specific welding operation according to manufacturer’s/industry specifications and perform destructive tests on each weld type.	S:SPS1:4:3.1/R S:SPS1:4:3.3/T	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
1	2	3	4				
Understand and be knowledgeable in analyzing mechanical and electrical systems in order to properly repair a vehicle to industry standards.	14. Identify steering linkage geometry.	S:SPS1:4:2.1/R	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

	15. Inspect for damage rear suspension system transverse links, control arms, stabilizer bars, bushings, and mounts.	S:SPS1:4:1.2/R S:SPS1:4:3.1/R	1 2 3 4
	16. Inspect tires, identify direction of rotation, location and check and adjust tire pressure.	S:SPS1:4:1.2/R S:SPS1:4:3.1/R	1 2 3 4
	17. Reinstall wheels and torque lug nuts according to manufacturer's specifications.	S:SPS1:4:3.1/T	1 2 3 4
	18. Repair electrical circuits, wiring, and connectors according to manufacturer's specifications. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS1:8:3.3/R S:SPS1:4:3.1/R S:PS2:4:3.2-4/R	1 2 3 4
	19. Check operation of electrical system and develop a plan for needed repairs.	S:PS2:4:3.3/R	1 2 3 4

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

	20. Demonstrate the proper self-grounding procedures for handling electrical components.	S:PS2:4:3.4/R	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				
	21. Inspect brake lines and fittings for leaks, dents, kinks, rust, cracks or wear; tighten loose fittings/supports and replace brake lines (double flare and ISO types), hoses, fittings, and supports. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS1:4:1.2/R S:SPS1:4:3.1/R *S:PS3:8:1.3/R S:PS3:8:2.1/R	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				
	22. Identify, handle, store and install appropriate brake fluids and dust and dispose of it in accordance with federal/ state/ local regulations. AAI 8. Health, Safety, and Environment: Explain the health & safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.	S:SPS1:4:3.1/T S:LS3:6:1.1/R	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				
	23. Check parking brake system operation.	S:SPS1:4:3.1/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

	24. Identify and comply with environmental concerns relating to refrigerants and coolants.	S:SPS1:4:3.1/R S:LS3:6:1.1/R	1 2 3 4
	25. Inspect A/C condenser for damage or restrictions.	S:SPS1:4:3.1/T S:LS3:6:1.1/R	1 2 3 4
	26. Recover, refill, and bleed system with proper coolant, check level of protection, leak test system and dispose of materials in accordance with EPA specifications. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS1:4:3.1/R S:LS3:6:1.1/R	1 2 3 4
	27. Inspect, remove, and replace damaged components and evaluate operation.	S:SPS1:4:3.1/R	1 2 3 4
	28. Identify, explain, and discuss cables, linkages, kick down, and accelerator pedal.	S:SPS1:4:3.1/R	1 2 3 4
	29. Identify, explain, and discuss location of electronic sensors, wires, and connectors.	S:PS4:12:2.1/R S:PS2:6:3.5/R	1 2 3 4

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

	30. Inspect, remove, and replace exhaust pipes, mufflers, converters, resonators, tail pipes, and heat shields. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS1:2:2.1/R S:PS2:6:3.3/R S:PS2:6:3.4/R	1 2 3 4
	31. Inspect, remove and replace engine components of air intake systems.	S:SPS1:2:2.1/R	1 2 3 4
	32. Explain and discuss the operation of seatbelt and shoulder harness assembly and components.	S:PS3:8:2.1/R *S:PS3:8:1.3/R	1 2 3 4
	33. Inspect restraint system mounting areas for damage.	S:SPS1:4:1.2/R	1 2 3 4
	34. Verify proper operation of seatbelt in accordance with manufacturer's specifications/procedures.	S:SPS1:2:2.1/R	1 2 3 4

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

Understand the fundamentals of plastics and adhesives and their applications and limitations in damage and collision repair, in order to properly repair a vehicle to industry standards.	35. Prepare repaired areas for refinishing. AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS1:2:2.1/R	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				
Understand the fundamentals of automotive painting and refinishing and their various applications and limitations in collision and damage repair.	36. Identify and take necessary precautions with hazardous operations and materials according to federal, state, and local regulations. AAI 8. Health, Safety, and Environment: Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.	S:SPS1:4:3.1/R S:LS3:6:1.1/R S:SPS4:12:4.2/R S:PS2:4:3.2/R	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

<p>37. Inspect and identify substrate, type of finish, surface condition and develop a plan for refinishing using a total production system.</p> <p>AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.</p> <p>AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.</p>	S:SPS1:4:1.2/R	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4			
<p>38. Inspect, clean, and determine condition of spray guns and related equipment (air hoses, regulators, air lines, air source, and spray environment).</p>	S:SPS1:4:1.2/R	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4			

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
	39. Determine type and color of paint already on vehicle by manufacturer’s vehicle information label and apply appropriate refinishing layers (topcoat, basecoat, clearcoat). AAI 4. Technical and Production Skills: Identify specific production and technical skills required for this industry.	S:SPS1:2:2.1/R S:SPS1:4:3.1/R	<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
	1	2	3	4			
	40. Identify causes of and cures for paint defects.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
1	2	3	4				
41. Clean interior, exterior, and glass.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
1	2	3	4				
Understand the fundamental concepts of entrepreneurship and how entrepreneurship influences the economy.	42. Discuss and assess venture creation possibilities and identify the steps in planning the venture.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4
	1	2	3	4			
43. Identify the resources needed for venture startup and operation.		<table><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	1	2	3	4	
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
	<p>44. Discuss the options in planning the venture's future (growth, development, demise).</p> <p>AAI 6. Labor Issues: Explain the employees' and employers' rights and responsibilities in this industry.</p> <p>AAI 7. Community Issues: Discuss the ways a company can impact its community and the ways a community can impact a company.</p>		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				
	<p>45. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management).</p>		<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				
Understand the importance of personal growth and leadership to enhance career success.	<p>46. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.</p>	<p>S:SPS4:4:8:8.2/T</p> <p>S:SPS4:12:8.1,2/R</p> <p>S:SPS4:12:9:9.1/R</p>	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

Understand the necessary employability skills in order to achieve success in today's workplace.	47. Decision-Making & Problem-Solving Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.	S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1-2/R S:SPS4:8:7.1/R S:SPS4:8:8.1/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:7.1,2/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: - create an outline in diagnosing automotive repair problems - create a troubleshooting log - make class presentation - develop and test strategies or options that work - provide examples of the strategies or options tested or tried - compare and analyze pros and cons of identified strategies or options - through teamwork, arrive at a decision or determine a solution that is well suited to the task - independently arrive at a decision or determine a solution that is well suited to the task - communicate in a clear format how the solution was formed - justify or describe how and why a particular solution option was chosen	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

	48. Self –Management Demonstrate and apply self-management skills by adhering to regulations, being responsible and following through on commitments. AAI 9. Personal Work Habits: Explain the work habits an employer looks for in an employee in this industry.	S:SPS3:8:1,4/R S:SPS4:12:7.2/R S:SPS4:12:3.1/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: <ul style="list-style-type: none"> - have a written test on applicable policies and procedures - assess student orientation knowledge through instructor observations and written unit test - review student handbook - adhere to regulations in school, classroom, and everyday settings - build trust by being consistent, dependable, and verbally positive with others - ask questions and listen to others - keep track of assignments and/or responsibilities - have work done on time - respond positively to constructive feedback - show respect for others and their points of view - set individual goals and document progress toward achieving those goals - take initiative to pursue learning - adapt as necessary to create a positive outcome for self and others - advocate appropriately for himself/herself 	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

	49. Communication Skills: Demonstrate and apply effective communication skills: verbal, written, visual and listening.	S:SPS3:8:1,4/R S:SPS4:8:2.1/T S:SPS4:8:5.1/T S:SPS4:12:2.1-3/T S:SPS4:12:5.1,2/T S:SPS4:12:6.2/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: <ul style="list-style-type: none"> - be given a work order that contains written instructions of a specific job and complete the work order - create a power point presentation - participate in a debate - perform mock interviews - develop a topic - include details to support a main point - use appropriate grammar and sentence structure - organize writing and/or presentation materials - use constructive feedback to improve skill - participate in discussion and conversation by listening, entering in, taking turns, responding to others' remarks, asking questions, summarizing and closing, as appropriate to the given context - use varied vocabulary for clarity and effectiveness - support his/her ideas in a public forum using the appropriate visual/audio aides - select and use the appropriate media and method(s) to communicate the subject effectively - adapt writing, speaking, and/or visual presentations effectively to a particular audience - act on or respond appropriately to verbal and non-verbal cues from the audience 	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

	50. Ability to Work with Others: Demonstrate and apply the necessary skills in order to work effectively with others.	S:SPS4:8:6.1-3/R S:SPS4:8:9.1/R S:SPS3:8:1.1-4/T S:SPS4:12:6.1,2/T S:SPS4:12:8.1/T S:SPS4:12:9.1/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: - role play a situation in which there is a conflict which must be resolved - compose a list of what she/he believes to be the most common problems within the automotive profession after reviewing appropriate work ethics standards - conduct an interview with an automotive manager and share report with classmates - demonstrate knowledge of individual strengths he/she brings to a group - demonstrate knowledge of and respect for cultural and individual differences - demonstrate beginning skills in conflict management by outlining the issues involved and others' points of view - demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others - demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback - demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes - apply his/her individual strengths to enhance a group's performance - assume responsibilities within a group - demonstrate the use of group skills in a way that enhances a group's performance - demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

	51. Information Use - Research, Analysis, Technology: Demonstrate and apply the use of information through research, analysis, and technology. AAI 5. Underlying Principles of Technology: Explain through discussion the technological systems used within this industry.	S:LS5:12:1.1/R S:SPS4:8:1.1-3/R S:SPS4:8:3.1-3/R S:SPS4:8:4.1,2/R S:SPS4:12:1.1-3/T S:SPS4:12:3.1-3/T S:SPS4:12:4.1-3/T S:SPS4:12:9.1/T S:SPS4:12.5.2,3/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: - do a research project and develop a presentation for the class - keep a daily notebook - show use of a plan for gathering information - gather information from a variety of sources, using a variety of technologies - use sources that are current and appropriate to the topic - evaluate sources for correct and trustworthy information - document sources of information appropriately - demonstrate and apply the skills in using software applications (MS Office) - use a filing/organization system for information, such as notebook, disk, etc. - justify the use of a particular organizational system for a particular product - demonstrate effective communication skills (written, oral, listening) - effectively present a thesis, supporting evidence, and a conclusion using a variety of media	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

	52. Mathematical Concepts: Demonstrate mathematical and computation skills as applied to real world situations.	S:ESS4:8:1.2/R S:ESS4:8:2.2/R S:PS4:8:2.1/R S:SPS4:8.7.1/R S:SPS1:11.4.1/T S:SPS4:12.1.3/R S:SPS4:12.4.2/T S:SPS4:12.8.2/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: - keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite - compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals - collect, interpret, organize and display relevant data for solving a mathematics problem - translate real world problems into mathematical representations - express and present mathematical ideas clearly in everyday written and oral language - express in written and oral language how mathematics connects to other contexts outside the mathematics classroom - use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information - approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:
--	--	--	---

	53. General Safety: Demonstrate and apply safe practices and procedures in the workplace.	S:SPS4:12:4.2/T	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: <ul style="list-style-type: none"> - select and use the proper personal safety equipment for surface preparation, spray gun, and related equipment operation, paint mixing, matching and application, paint defects, and detailing (gloves, suits, hoods, eye and ear protection, etc.) - write a summary of an industry speaker presentation - develop scenarios of hazards and accidents using the publications and the Internet (include tools, spills, working around welding, improper use of barriers, ladders or scaffolds, use of MSDS information, fires, and electrical situations) - be observed by teacher - take written quizzes/written tests - demonstrate knowledge of safety and sanitation practices and procedures - identify and report hazardous conditions and safe working procedures -use personal protective equipment and clothing - participate in a game type situation where one team will read a scenario and the other teams will compete to be the first to provide the proper safety measures which should have been used to prevent the hazardous situation or accident (points will be awarded to the teams with the correct answers) 	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation

PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION
Career Cluster: Transportation, Distribution and Logistics

Program Name: Autobody/Collision & Repair Technology/Technician CIP: 470603

Effective 2/10

National Standard: National Automotive Technicians Educational Foundation (NATEF)

Competencies (statement that provides the overview and defines the instructional area) Student will:	Knowledge, Content and Skills (what a student needs to know and be able to do and upon which they will be assessed) Student will:	NH Frameworks www.ed.state.nh.us/frameworks Science: S English Language Arts: LA Mathematics: M	Rating Scale -Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency) Student will:				
	54. Career Development Demonstrate personal/career development skills by completing a career plan. AAI 9. Personal Work Habits: Explain the work habits an employer looks for in an employee in this industry.	S:SPS4:12:7.2/R	<table border="1" data-bbox="1241 480 1472 513"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> </table> For Example: - make appropriate choices in pursuit of post-secondary education or training and/or direct entry into the world of work - demonstrate self-awareness as it relates to personal development and complete a career plan relating to career choices using a variety of sources - plan an senior experiential project to review and evaluate a variety of career choices	1	2	3	4
1	2	3	4				

Key: Rating Scale: 1 NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Framework: Targeted= Framework aligns to competency Related= Framework supports competency * = NECAP Assessment Expectation